

DOCUMENT RESUME

ED 097 652

CS 001 399

TITLE Inservice Reading Resource Kit and Project Reading Alert: Package 3--Diagnosis of Word Recognition Ability with Appendix.

INSTITUTION New York State Education Dept., Albany. Bureau of Reading Education.

PUB DATE 74

NOTE 48p.; See related documents CS 001 397-402

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE

DESCRIPTORS Basic Reading; Basic Vocabulary; Decoding (Reading); Elementary Education; Individualized Reading; *Inservice Teacher Education; Mechanical Teaching Aids; *Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; *Reading Tests; Sight Vocabulary; *Word Recognition

IDENTIFIERS *Project Alert

ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. This multimedia kit presently has six packages, with three more to be prepared. Each of the packages in the kit analyzes one skills topic in reading. Package 3, "Diagnosis of Word Recognition Ability," explores some of the ways to estimate students' sight vocabulary and to determine the word recognition skills they possess. This package covers the following areas: preparing and administering word recognition tests, practice exercises in reading results, recording and interpreting the results of word recognition tests, using the Dolch Basic 220 Word Vocabulary, flashing words with a tachistoscope, and using basal texts. An overview of Project Alert and the administrator's handbook, which describes the intended uses of the packages, are included with each package. (T0)

ED 097652

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

Inservice Reading Resource Kit

and

Project Reading ALERT*

Package 3--Diagnosis of Word Recognition Ability with Appendix

Bureau of Reading Education
New York State Education Department
Washington Avenue
Albany, New York 12224

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

New York State
Education Department
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

* Project Alert was organized, supervised and evaluated by members of the Reading Bureau, under the direction of Mrs. Jane Algozzine, Chief of the Bureau.

AS 001 399

Overview of Project Alert

Thomas Fitzgerald
Associate, Reading Bureau
State Education Department
Albany, New York

BEST COPY AVAILABLE

Project Reading Alert is a statewide inservice program with the objective of instituting or improving the diagnostic-prescriptive approach to reading instruction. In an effort to increase the impact of inservice programs, this project has been developed and coordinated by the Bureau of Reading Education of the New York State Education Department. Many previous inservice programs utilized outside speakers for short-term lecture courses which had little emphasis on demonstrations of classroom techniques. Project Alert is structured to overcome the widespread negative response of teachers to traditional inservice arrangements. For this reason the project has several unique features:

1. Classroom teachers are used to facilitate and guide inservice programs.
2. The emphasis is placed on the self-direction of teachers in determining content of the inservice program.
3. The emphasis is placed on classroom demonstrations of new techniques.
4. Finally, 50 school districts are cooperating and sharing inservice

materials and objectives.

Project Alert has been structured in three phases, each training a group of teachers who, in turn, have initiated an inservice program for other teachers. Through this "ripple" effect, it is expected that approximately 5,000 teachers will be exposed to the reading inservice program. The first phase of Project Alert, funded through ESEA, Title I funds, brought together the 50 directors of the summer programs for a 2-week workshop in March 1972. The participants focused on three main activities:

1. Exploring, critiquing, and utilizing the "Reading Resource Kit",
2. Refining inservice models for each of the 50 projects, and
3. Investigating additional diagnostic-prescriptive techniques by reviewing new commercial material and visiting school programs.

The 50 reading specialists returned to their communities to direct the second phase of the project, a summer instructional program for children in Title I, ESEA programs and inservice training for 670 Title I ESEA teachers in the summer program. This second phase was also funded through Title I, ESEA. As the director facilitated, guided, and evaluated, the teachers designed their inservice program to meet their own needs in the classroom: diagnosis, prescription, evaluation, and management. The spirit of experimentation was encouraged through classroom demonstrations, shared instructional responsibilities, and self-evaluation. The Reading Resource

Kit and commercial material provided the focal point for teachers' discussions and team projects. An important objective of the summer phase was to prepare the teachers to organize and facilitate inservice programs this past academic year (1972-73) in their individual schools. The teachers trained during the summer returned to their buildings as teachers-leaders with the responsibility of organizing an inservice program for their fellow teachers.

Throughout this program, commercial and locally developed materials were used to assist teachers. The Bureau of Reading Education prepared a Reading Resource Kit to give added structure and direction for the 50 projects. This multimedia kit presently has six packages which permits the teacher to select areas of interest and needs, and to work through the readings, tasks, and evaluations. This may be done independently or in a group, depending on the desired organization of inservice in that building.

The Reading Resource Kit provided structural guidelines for developing a reading program based on individual needs of students as advocated by the Regents position paper on reading. Inservice leaders used the kit as a springboard for evaluating and improving the skills and techniques of the teachers. Other inservice materials will be used to expand the program as the needs of the teachers indicate. The kit is not designed as a complete teaching resource nor as a complete reading program for a school system.

The kit's central focus is the development of a diagnostic-prescriptive approach to classroom reading instruction. Each of the packages in the kit analyzes one skills topic in reading. The following is an outline of the contents of the packages:

- I. The Recognition of Readiness
- II. The Informal Reading Inventory
 1. How to Construct
 2. How to Administer with a Demonstration of Procedures
 3. Recording Scores
- III. Diagnosis of Word Recognition Ability
 1. Techniques for Testing
 2. Interpretation of Tests
 3. Available Materials
- IV. Assessment of Listening Skills
- V. Classroom Management
 1. Data Collection: Organization and Use
 2. Facilities
 3. Instruction
- VI. Fry Readability Index
- VII. Improving Comprehension Through Questioning Techniques
(available 1974)
- VIII. Reading in the Content Areas
(available 1974)
- IX. Prescription in Word Recognition Skills
(available 1974)

With this brief overview of the components and activities of Project ALERT, one of the six available packages is presented following the Administrator's Handbook which describes the intended uses of the packages.

5

Administrator's Handbook
for
Inservice Reading Resource Kit

Gratitude is expressed to those writers who helped prepare individual packages and provided inspiration and creativity as they wrote the narratives, planned the sequences, and arranged the tasks for the Inservice Reading Resource Kit. Appreciation goes to:

- | | |
|------------------|---|
| PHOEBE LAZARUS | -Supervisor of Special Education, BOCES -Nassau County, for the Readign Readiness Package |
| DOROTHY OHNMACHT | -Assistant Professor of Education at Russell Sage College, for the Informal Reading Inventory |
| JANE COLLIS | -Former Director of Reading in Holliand Patent Schools, for Diagnosis of Word Recognition Ability |
| FRANCIS HODGE | -Assistant Director, Two-Year College Student Development Center, for Assessment of Listening Comprehension |
| BERYL STEADMAN | -District Supervisor of Reading, District #3 Huntington, Long Island, and THOMAS FITZGERALD, Associate in Reading Education, for Classroom Management |
| EDWARD FRY | -Director of Reading Center, Rutgers University, for Readability Index |

The narratives for the cassettes were read by:

- | | |
|-----------------|---|
| SARA PITT | -Reading Specialist, former teacher at Albany High School |
| PHILIP MORRISON | -Associate in Educational Communications |

The writing-editing staff consisted of Sara Pitt, Agnes Holleran, former English Department Chairman at Cohoes High School, and Ellen Murphy, English teacher. They contributed to the clarity, conciseness, and accuracy of narratives, tapes, and workbooks.

6

Appreciation also is due to the staffs in the State Education Department units: Mass Communication, Audio Visual Center, and Publications for exceeding their roles in producing materials. Special mention is given to Helen Marion and Jean Spawn of the Guilderland Central School District and to William Neiger of Shaker High School, Latham, for their kind cooperation in making the production possible.

This resource kit was prepared under the direction of ALBERTA C. PATCH, Associate, Bureau of Reading Education.

Other members of the State Education Department who gave generously of their time in a consultant capacity are:

CATHERINE BAILEY, Associate, Division of Research and Educational Communications

THOMAS FITZGERALD, Associate, Bureau of Reading Education

DOROTHY FOLEY, Associate, Bureau of Elementary Curriculum

VIRGINIA FRANSECKY, Associate, Bureau of Reading Education

WILLIAM HETZER, Associate, Bureau of Educational Television

ROBERT JOHNSTONE, Chief, Bureau of Elementary Curriculum

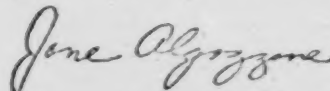
FRANCES MORRIS, Associate, Bureau of Reading Education

PAULA ROLLINS, Associate, Bureau of Reading Education.

FOREWORD

The idea for the Inservice Reading Resource Kit for classroom teachers was first conceived in the Bureau of Reading Education in 1970. At that time the need to reach far more teachers than is presently possible through inservice local workshops or through the limited number of collegiate programs available to a district became evident. This led to a decision to develop a series of learning packages, for use by individual teachers or by small groups of teachers. While they are designed to be self-directed and self-paced, it is hoped that they will be used whenever possible under the direction of a competent reading consultant or director of curriculum. The first six packages completed in the series deal primarily with diagnostic techniques useful in the classroom, the evaluation of the approximate difficulty of materials and the organization of a classroom to provide individualized instruction and thus fill the identified needs of the learner.

These packages are intended to serve as tools and to expand the capacity of the State Education Department to reach all teachers in New York State concerned with providing the highest quality of instruction. It is our hope that these materials, used in proper perspective and supplemented by other means for improving the teacher's effectiveness in the classroom reading program, will enable the school districts to implement the program proposed in the Regent's Position Paper No. 12, Reading, published in July, 1971.



Jane Algozzine, Chief
Bureau of Reading Education

INTRODUCTION

Does your teaching staff need help in:

- constructing and administering diagnostic reading tests
- individualizing reading instruction
- determining the readability level of materials
- determining reading readiness of individual students
- testing word recognition ability
- developing communication skills related to reading---such as those found in listening
- designing programs for students based on their abilities and needs

Do you find it difficult, if not prohibitive, to get the time, facilities, and resources needed to provide such help?

The Inservice Reading Resource Kit provides low-cost, on-the-job training to assist classroom teachers in individualizing reading programs. Flexibility is an important feature of the multi-media approach. Since the program is self-administering and self-instructional, the teacher can schedule his own learning time and place, can adjust the materials and the pace to fit his own needs, using as many or as few of the components as he chooses. The only facilities needed for the program are a cassette playback recorder, a pencil, working space, and either a 16mm film projector or a one inch video tape-projector, preferably one which includes a monitor.

Few bibliographical references are included in the kit since they tend to become out dated rather rapidly and lists may be interpreted as restrictive. Administrators are urged to keep information about up-to-date professional resource materials readily available. The school Reading Coordinator can suggest specific materials on request.

Self-Instructional Inservice Reading Kit: A Resource for Developing Diagnostic-Prescriptive Techniques in Classroom Teaching of Reading'

Objectives for Use

- ...Administrators and reading supervisors will be able to offer a resource packet to classroom teachers to assist them in individualizing their reading programs.
- ...Administrators and reading supervisors will be able to plan a self-instructional in-service reading course for classroom teachers.
- ...Classroom teachers will be able to use these multi-media packages independently to develop expertise in individualizing reading instruction.
- ...The classroom teacher will be able to use the packages in this resource kit to instruct herself in:
 - ...assessing student readiness for learning to read
 - ...constructing appropriate diagnostic reading instruments
 - ...determining suitable reading materials for students
 - ...prescribing appropriate reading tasks and programs for students
 - ...recording reading progress and maintaining records for students
 - ...selecting classroom management procedures appropriate to specific needs

The Inservice Reading Resource Kit is intended to serve as a spring board, helping the classroom teacher to diagnose students' reading proficiency and to prescribe appropriate programs for every child in a range of from-below-to-above-average achievement. It is not meant to be a clinical instrument. Intentionally, it oversimplifies techniques for diagnosis, holding to the thesis that as a teacher gains expertise, he will become aware of questions which are raised by specialists in the field, and will pursue sophisticated procedures at greater depth than is undertaken in this foundation study.

OVERVIEW OF CONTENTS

**Package I The Recognition of Readiness
(Beginning Reading Level)**

This package deals with means of determining a child's development in mastery of the skills essential to learning to read. It provides a set of axioms or generalizations about the process of reading which should help the teacher to identify the child's point of readiness. Suggestions are given for certain tasks which will aid the teacher in prescribing appropriate instruction to meet those needs.

Package II The Informal Reading Inventory

This package explains how to construct and how to administer the informal reading inventory which is a most useful instrument in providing appropriate placement for students in materials and in the reading skills sequence. It helps diagnose strengths and weaknesses giving the teacher insight into the individual's learning needs. A video tape or 30 mm film demonstrating procedures accompanies the package.

Package III Diagnosis of Word Recognition

This package goes into detail in the techniques of testing word recognition. Materials are suggested. Interpretations of results are provided as guidelines for teachers. Actual test situations have been recorded on cassette tapes.

Package IV Assessment of Listening Skills

This package presents materials for assessing the child's listening comprehension level. Sample exercises, scoring devices, and samples of question techniques are included. This is the first of several packages dealing with communication skills which are related to the reading process. (The other packages are to be developed at a later time).

Package V Classroom Management

This package deals with three major concerns in classroom management. Section I focuses on data collection. The teacher learns how to organize and use information about students' reading skills. Section II deals with classroom facilities and staffing. Section III is directed toward instructional procedures.

Package VI The Fry Readability Index

This package is a working tape and study book to teach the Fry Readability Index, which is one of many methods used to determine a textbook's level of reading difficulty.

Suggestions for Use of Resource Kit

Situation I

A beginning elementary classroom teacher has had little or no background in the teaching of reading. She asks for help in organizing her classroom. The principal of her school calls the Inservice Reading Resource Kit to her attention, and he helps her arrange a schedule for using it after school in the library of the school on two days each week. He asks her to keep a log which will show any value this resource may have in improving her own effectiveness in the classroom and asks her reading teacher to assist her in her use of this kit.

Situation II

A team of social studies teachers in a middle school is concerned with the suitability of textbooks for the students. The department chairman schedules meetings for them to use the resource kit and learn how to determine the readability difficulty of the texts. They learn from the resource kit how to do informal testing to find the students' reading instructional level. Their findings will be reported to the school principal and to the guidance office to be shared with teachers in other content areas. Recommendations as to the appropriateness of materials will be included in the report and adjustments will be made in selections of texts and in grouping procedures to provide suitable instruction for the students.

Situation III

The curriculum committee of a school district has reported that there has been no recent inservice course in reading for its classroom teachers. A survey of need and a priority list is made. Teachers in greatest need of this service are scheduled through the entire resource kit by the reading supervisor. A salary increment is allowed for inservice credit, according to district policy, when a teacher gives evidence of satisfactorily completing the course.

Situation IV

A language-arts social studies team of teachers on a secondary level questions the suitability of the curriculum for the low, average, and above average students in the school. The reading coordinator suggests they use a readability index on texts and supplementary materials. This leads to further study of the Inservice Reading Resource Kit. Among other discoveries, the team determines, after profiling available student test scores, that the above average segment of population is capable of stretched performance. A survey of available resources in school and community is recommended. The team constructs a curriculum of greater range and depth for these students, utilizing suggestions from the packages of the kit in determining needs and prescribing extended opportunities for independent study and individualization.

12

Inservice Reading Resource Kit

Package 111

Diagnosis of Word Recognition Ability

DIAGNOSIS OF WORD RECOGNITION ABILITY

INTRODUCTION

An important part of the total diagnostic reading approach is the evaluation of word recognition ability. In this kit, we will explore some of the ways in which you can estimate a student's sight vocabulary and determine the word recognition skills that he possesses.

Since record keeping is so important in this testing procedure, we will provide opportunities for you to practice the techniques and evaluate your interpretations.

The contents of this diagnostic study kit are as follows:

1. Preparing Word Recognition Tests
2. Administering Word Recognition Tests
3. Recording Results of Word Recognition Tests
4. Practice Exercises in Reading Results
5. Interpreting Results of Word Recognition Test
6. Using the Dolch Basic 220 Word Vocabulary
7. Flashing Words with a Tachistoscope
8. Using Basal Texts.

Since the acquisition of a sight vocabulary is a continuous process, word recognition should be periodically checked to evaluate the child's status and progress. It is insufficient to depend on any one test when making judgments of word recognition ability. Such testing is useful only when it allows you to realize the student's difficulties in word analysis and to plan learning sequences which will overcome such difficulties.

In testing a student's word recognition ability, we are attempting to do two things. First, we want to estimate the child's sight vocabulary by flashing. Flashing means showing the child the word for only a few seconds and asking him to respond by identifying the word. Second, we want to determine word attack skills. In the untimed or analysis section of our testing, we allow the child to examine the word for a longer time, to "figure it out."

To repeat, when you show the child a flash card for only a few seconds, you are evaluating his sight vocabulary. If he misses the word on flash and you allow him to look at it carefully, you are evaluating word-attack skills.

There are many methods of determining word recognition ability. The method we are proposing is adaptable to teacher-made or commercially prepared material. It involves the use of index cards and graded word lists typed on oak tag strips.

As a first step in preparing your own graded word recognition test, select a set of graded basal-reading texts preferably a set with which the children you are teaching are not familiar. Rather than choosing one text at your actual grade level, have some texts at least two or three grade levels above and below, as the children in your classroom will have a wide range of reading abilities. You may wish to have word lists for each grade, 1-6.

Turning to the vocabulary list at the back of one of the texts, select 20-25 words, excluding proper nouns. Let's assume there are 200 words on the list. If you wish to have 20 words on your list, divide 200 by 20. The answer is 10. So you may choose every tenth word for your list.

The next step is to type a list of words on oak tag strips approximately 3" by 10". Double space the words. It is advisable to use a primary typewriter for the first-grade list.

To help you in planning your own lists, we have included in the Appendix of this kit samples of a word list made from the Bookmark Reading Program (New York: Harcourt, Brace, Jovanovich, Inc.). Also you will need 3" by 5" index cards. You should use the oak tag strips and index cards to practice your testing technique.

ADMINISTERING THE TESTS

Taking an index card in each hand, place them vertically in this manner over the first word on the pre-primer list----"up".

	3 X 5	
word #1		
	3 X 5	up

The index cards will be used in flashing and shielding words. Since we need to expose only one word at a time, it is important that the other words are shielded or concealed.

The top card is usually held in the left hand and the bottom card in the right. With the cards in the above-pictured manner slide the bottom card down, exposing the word "up" for a few seconds. Then slide the top card

down covering the word. On to the next word and slide the bottom card down, and quickly cover it with the top card. Do this with each word on the list. Practice until the technique feels comfortable.

Let's go over the flashing procedure in this manner:

- Step 1

3 X 5
3 X 5

 Word #1 Take an index card in each hand, covering the first word "up".
- Step 2

3 X 5

 1. up

3 X 5

 ↓ Slide the bottom card down with your right hand, exposing the first word for about 2 seconds.
- Step 3

3 X 5
3 X 5

 ↓ Word #2 Slide the top card down with the left hand to cover the first word.
- Step 4

3 X 5

 2. the

3 X 5

 ↓ Slide the bottom card down to expose the second word for two seconds.
- Step 5

3 X 5
3 X 5

 ↓ Word #3 Slide down the top card to cover the second word.
- Step 6

3 X 5

 3. and

3 X 5

 ↓ Then, expose word #5 by lowering the bottom card.
- Step 7

3 X 5
3 X 5

 ↓ Word #4 After a few seconds lower the top card to cover the word.

Continue this with all fifteen words on the list. Remember to practice this often, until you are at ease using this flashing method.

The untimed or analysis test is given at about the same time as the flashing test. If you are flashing a word to the child and he does not respond before you cover it with the top card, lift the top card. Allow the child to examine the word for a short period. This is the untimed segment of your testing procedure.

Before you attempt to record the test results, practice testing someone. Practice the test with an able reader, flashing words and, when necessary, allowing him to analyze words.

RECORDING RESULTS

After you feel you have mastered the testing technique, you are ready to proceed to the important phase of recording test responses. To record these responses, you will need record sheets. You will find record sheets for all the graded test lists in the Appendix of this section.

Take out the record sheet for the pre-primer list. You will note that the fifteen words on the oak tag test list have been typed on a dittoed sheet. Next to each word, there are two spaces to record the timed (flash) and untimed (analysis) parts of the test.

Pre-Primer

	Flash	Untimed
1. up	<u>+</u>	<u> </u>
2. the	<u>but</u>	<u>+</u>

Remember that in the flash column, you will record answers which were made when the child was shown the word for only a few seconds. In the untimed column, you will record responses which were made after analysis.

You may wish to make up your own shorthand for scoring the test. The sign + may be used for a correct response. Use a minus sign if there is no response. If the wrong answer is given, record it exactly, spelling it phonetically if need be.

On the record sheet shown above, the student had a correct response for the word "up", so the flash section was marked +. He answered "but" for "the" on the flash section, then was able to correct his response after analysis.

Let us examine the 2¹ test results of a student who is in Grade 3, second half.

Word Recognition Test

Name _____ Grade _____

Age _____ Teacher _____

Date _____

	<u>FLASH</u>	<u>UNTIMED</u>
1. off	<u>+</u>	<u>+</u>
2. smile	<u>smell</u>	<u>+</u>
3. show	<u>-</u>	<u>chew</u>
4. why	<u>who</u>	<u>+</u>
5. driver	<u>dr-i-per</u>	<u>+</u>
6. until	<u>+</u>	<u>+</u>
7. each	<u>+</u>	<u>+</u>
8. real	<u>+</u>	<u>+</u>
9. never	<u>NET</u>	<u>+</u>
10. stirred	<u>-</u>	<u>stirred</u>

	<u>Flash</u>	<u>Untimed</u>
11. carriage	<u>+</u>	<u>+</u>
12. idea	<u>+</u>	<u>+</u>
13. study	<u>stu</u>	<u>+</u>
14. begin	<u>beg</u>	<u>+</u>
15. wants	<u>+</u>	<u>+</u>
16. country	<u>-</u>	<u>-</u>
17. feather	<u>fee</u>	<u>fet'er</u>
18. lady	<u>+</u>	<u>+</u>
19. wire	<u>were</u>	<u>+</u>
20. animals	<u>-</u>	<u>+</u>
Scores	<u>40%</u>	<u>80%</u>

Even though John's teacher had a third grade, she began John's word recognition test at the 2¹ level as she felt he had difficulty, and she wanted to make him as comfortable as possible. However, John experienced difficulty at this level also. So the teacher also administered the pre-primer, primer and first-reader lists.

Before we examine the results of these tests, let us look over the 2¹ results more closely.

John recognized the first word on flash; so + was recorded in the flash column. It is not necessary to put the + in the untimed column as we know he recognizes the word. However, you may do so if you wish.

He pronounced the second word as "smell" and this was recorded. Since he was able to answer correctly on the untimed test, the second column is marked +.

He offered no response for the third word. Flash column was marked with a minus sign. It could have been left blank or marked with 0. Whatever you care to choose is appropriate as long as it is understood. On the untimed test, he pronounced the word as "chew".

The fourth word was pronounced "who", and he was able to correct it on analysis.

The fifth word was pronounced "dr-i-per" and was recorded as such. It was pronounced correctly on the untimed test.

Words 6, 7, and 8 were correct.

Word nine was pronounced "net", and then corrected on the untimed.

There was no response for word 10 on flash. On analysis, it was pronounced "stirred".

Eleven and twelve had correct responses.

Thirteen was pronounced as "st-u" and then corrected on the untimed.

Fourteen's response was "beg" and then corrected.

Fifteen was correct, and there were no responses at all for sixteen.

On flash, seventeen was "fee". On analysis it was "fet'er".

Eighteen was correct.

The response for nineteen on flash was "vero". It was then corrected.

There was no response for twenty on flash. He was able to respond correctly when given more time.

INTERPRETING RESULTS

John's sight vocabulary appears to break down at the 2³ level. Let's examine the word recognition profile to see how John did at other levels.

Word Recognition Test Profile

<u>Level</u>	<u>Timed</u>	<u>Untimed</u>
Pre-Primer	100%	100%
Primer	90%	100%
First Reader	80%	90%
2 ¹	40%	80%

The word recognition profile which we have for John suggests that we would begin our informal reading inventory at the pre-primer level. That is, we would have him begin reading selections at the pre-primer, primer, first-reader levels. If he did not show signs of frustration, we would continue until they appeared.

It is important to examine the types of word recognition errors that John made. He did not appear to have difficulty with word beginning, as you may notice. "Snell" for "smile", "who" for "why", "net" for "never", "were" for "wire", etc. In most instances, however, he did exhibit difficulty with the middle of the word. If this pattern is consistent, learning exercises which focus upon the study of the middle of the word are in order. Reteaching, rather than testing exercises, is demanded.

PRACTICE EXERCISE IN RECORDING RESULTS

On the following pages are the test results of a second-grade student. Sharron is in the second grade, fourth month. She is a repeater. As you examine her responses, try to explore the type of program which you would suggest for her.

But first, obtain a pre-primer record sheet from envelope 1A, and record Sharron's responses. They are as follows:

To word #1, Sharon responded "on", then she could not correct
 word #2, she answered correctly
 word #3, she answered correctly
 word #4, she responded "on" and was not able to correct
 word #5, she responded with "uh wuh" and was not able to analyze
 word #6, no response on flash or untimed
 word #7, no response " "
 word #8, no response " " or analysis
 word #9, she knew in the flashing segment
 word #10, " " " " "
 word #11, " " " " "
 word #12, " " " " "
 word #13, she responded with the word "go" and could not correct
 word #14, she responded correctly on flash.
 word #15, she responded with "wh uh" and was not able to correct.

Now mark your word recognition record sheet according to the above
 described responses. Then turn to the next sheet to compare your evaluation.

WORD RECOGNITION TEST RECORD SHEET

<u>Pre Primer</u>			<u>Primer</u>		
	<u>Flash</u>	<u>Untimed</u>		<u>Flash</u>	<u>Untimed</u>
1. Up	on	-	1. dark	_____	_____
2. the	+	+	2. light	_____	_____
3. and	+	+	3. moon	_____	_____
4. in	on	-	4. made	_____	_____
5. away	uh-uh	-	5. from	_____	_____
6. still	-	-	6. as	_____	_____
7. after	-	-	7. this	_____	_____
8. on	-	-	8. what	_____	_____
9. at	+	+	9. you	_____	_____
10. I	+	+	10. dog	_____	_____
11. house	+	+	11. pull	_____	_____
12. funny	+	+	12. road	_____	_____
13. get	go	-	13. cold	_____	_____
14. ride	+	+	14. dress	_____	_____
15. chair	wh-uh	-	15. of	_____	_____
Scores:	45%	46%	16. bed	_____	_____
			17. rain	_____	_____
			18. garden	_____	_____
			19. milk	_____	_____
			20. poor	_____	_____

Scores:

The primer list was also presented to Sharron, but as she showed signs of frustration and was unable to respond at all to the first five words, the test was stopped. Some of the signs of frustration were fidgeting in seat, pulling of hair, grim facial expression.

Sharron exhibits not only a weak sight vocabulary at the pre primer level, but also poor word attack skills. In fact, in the untimed section of the test, she was not able to analyze any of the words correctly. In two instances, she used word beginnings as her clue. For her age and grade placement, she rates low in word recognition ability. Careful diagnostic examination is required to plan her corrective program.

Since the techniques of administration and recording of the test results have been presented to you, it would be appropriate to schedule several practice test sessions. Sit to the right of the student. Have your word lists and 3 X 5 cards before the student. Have the record sheets and a pencil or pen handy. Again, the more you have performed the testing techniques, the less clumsy they will appear.

Practice using the word lists until you feel comfortable with your expertise.

TAPED EXERCISES IN RECORDING RESULTS

As a check on your growing proficiency with the administration of the informal word recognition test, we have prepared two cassettes for you to follow. On sides one and two of each cassette, you will hear a test being given to each of two students. As you listen to the tape, administer the test, flashing the words with the index cards, and scoring the responses

on the record sheet. Pretend that you are testing the student yourself.

There are several limitations in scoring a test from tape, as the visual stimuli are missing. Furthermore, testers vary in their interpretations of test results. However, these exercises will help to improve your efficiency.

Remove the cassette #1 from Envelope 1B. Set up side 1 (Brenda, Grade 3, Age 9.9) for listening on the appropriate machine.

Obtain the oak tag test strips, record sheets, and two index cards from Envelope 1A. Set them up for administration as you did in other practice sessions.

When you are ready:

1. Start the recorder
2. Synchronizing with the recorded test, flash the words and record the responses in the appropriate column.
3. Turn off the recorder
4. Look over your record sheets and determine the percentage scores for flash and analysis at all levels. If you wish, you may replay the test and check over your worksheets. Often, when replaying the recording of a test, experienced testers find modifications.
5. Turn the recorder back on when you are ready to check your sheets.
6. Compare your responses with the tester's responses on the cassette.

Bobby is a second-grade student who is doing exceptionally well in school. His teacher felt that he was capable of reading beyond the basal second reader. He was given an informal word recognition test. Tape 2 represents the results of the informal word recognition test. As you listen, remember the limitations of a tape recording.

Now, take the Bobby tape from its case. Set it in the appropriate machine. Again obtain the oak tag test strips, record sheets and index cards from the Appendix.

When you are ready to begin testing:

1. Start the recorder
2. Flash the words with the index cards
3. Record the responses
4. Turn off the recorder at the end of the test
5. Look over your record sheets and determine percentage scores for the flash and untimed responses at all levels
6. Turn the recorder on again
7. Compare your responses with the cassette

You may disagree with some of the interpretation made by the tester, as many decisions are made on judgment in the actual testing situation.

INTERPRETING THE RESULTS OF WORD RECOGNITION TESTING

The only valid reason for testing is to discover the areas in which a student needs help and to plan a program providing that help. That is why it is so important to keep an accurate record of the responses made during the word recognition testing. Often the errors form a pattern which is significant in determining the areas in need of training.

Since this kit was designed mainly to give you the mechanics of word recognition testing, we will explore with you only a few of the techniques which may be used in the correction of word recognition errors.

While examining a student's responses, for example, you may observe orientation errors. Perhaps, a child has difficulty with the beginning of a word. He may say "cat" for "bat" or "down" for "brown".

Or he may have difficulty with the middle of the word.

Mouth for Month

Horse for House

He may have difficulty with word endings.

Man for Mat

Driven for Driver

By simply calling the child's attention to his difficulty and providing exercises for corrective practice, it is often possible to eliminate the difficulty.

For example, if a child has difficulty with the middle of a word, provide him with multiple-choice questions which focus his attention on the middle of words.

John lives in a _____ horse house hope

Tom went to the circus with his _____ father feather fatter

You can adjust this technique easily to other types of errors.

If a child appears to have a very limited sight vocabulary, exercises with flash cards, such as the Dolch Popper words, are helpful. You may also use word lists with tachistoscopes, word wheels, etc. Be mindful that the technique should involve reinforcement of learning rather than testing.

If you can determine that a child has difficulty with specific patterns, such as at, en, an, then you can offer him the opportunity to meet those letter combinations in numerous ways.

The child may be unable to decode using such clues as long and short vowel rules, syllabication, prefixes, suffixes, etc. Once the difficulties are identified, then a corrective program may be planned.

Let us briefly examine the informal word recognition test results of Brenda, whose responses were recorded on the cassette found on the tape previously studied.

On the primer and first-reader list, it appeared that she looked primarily at the word beginning.

Again, on the 2¹ list, difficulty with word middles and endings was noted. It is interesting that on word #9, "steered", she did not employ the st sound in the flashing of the word, but merely used the "s - s". However, in the untimed segment, she used the st sound, but had difficulty with the middle of the word.

On the 2² and 3¹ lists, she again seemed to focus on the beginning of the word, and even when she analyzed a word correctly, appeared uncertain. This pattern continued into total frustration at the 3² level.

The informal word recognition test results are pertinent only after examining the oral and silent reading which was done in the informal reading inventory. Her oral reading was word by word with poor phrasing. She appeared to examine each unknown word carefully. She moved her lips during the silent reading selection, and her rate of words per minute was very slow. Comprehension, in both cases, was poor.

During the administration of the informal reading inventory, the examiner felt that Brenda's sight vocabulary was so weak that she needed

to sound out too many words; therefore, she did not comprehend what she was reading. She could not, as she was too busy decoding the symbols.

It would seem, then, that Brenda needs to develop an adequate sight vocabulary. To help her, flash cards may be made for practice at home or in school. Stress the fact that she must recognize the word instantly. The words may be chosen from the basal text, from outside reading, or from texts used in various subjects.

Exercises with a tachistoscope, commercially prepared or teacher made, would be helpful. Again the stress is on instant recognition of the whole word.

It would also be beneficial to encourage Brenda to increase her reading at her independent level. Library books should be chosen carefully so that she can read them easily and fluently.

USING THE DOLCH BASIC 220 WORD VOCABULARY

An adequate assessment of word recognition ability involves the flashing of the Dolch Basic Sight Vocabulary. Dr. Edward Dolch claims that these 220 words account for 50 to 75 per cent of the running words found in most reading material. The Dolch vocabulary words are found in the Appendix. For your convenience, we have also divided them into two lists -- the easier half of the 220 words and the more difficult. There are no nouns included in the Dolch Basic 220 words.

From these lists you may prepare your own flash cards or you may wish to copy them in list form and flash them, using the technique described in the beginning of this package.

The cards may be flashed for a second or two to an individual student who sits opposite the examiner. By mimeographing a list of the 220 words

allowing spaces for responses as we did in the first part of the package, you have a helpful record-sheet to study.

Scoring may be roughly estimated by assuming that if a child knows 1/3 of the words, he is performing at the end of grade one. 2/3 score is equal to the end of grade two. Knowing all the words is equal in grade placement to the end of grade three, plus.

Or, it may be scored as follows:

75 words correct	--	Pre-Primer level
120 " "	--	Primer level
170 " "	--	First Reader level
210 " "	--	Second Reader
220 " "	--	Third Reader, plus

The Dolch Basic 220 Word Vocabulary is commercially available in several forms from the Garrard Publishing Company, Champaign, Illinois.

FLASHING WORDS WITH A TACHISTOSCOPE

There are many inexpensive and expensive tachistoscopes available. They may be used for diagnostic purposes, but are also useful in corrective exercises.

A teacher can make a simple tachistoscope easily and cheaply. One method is to take two pieces of posterboard or oak tag and cut them into two pieces 3 1/2 x 10". On one piece cut out a window 3/4" x 2 1/8", about 2 inches from the top. Tape the two pieces together at the sides, with the window on the top piece.

Now, prepare a graded word list on an insert card approximately 3" x 12". You will find a sample in the Appendix.

You may use a record sheet for the tachistoscopic test, just as you did for the test described in the first part of this package. To administer the

test; simply pull the word card down, through the tachistoscope, exposing each word for two seconds. If the child does not recognize the word, show it to him again for a longer period.

In the Durrell Analysis of Reading Difficulty kit, there is a simple tachistoscope used in the word recognition section. Graded word lists are furnished, and excellent directions for administering and scoring are provided in the manual. See part II.

USING BASAL TEXTS

Often a teacher is faced with the dilemma of having to place a new child in a reading group with no background on the student immediately available. One simple and quick interim measure is to have the child read the vocabulary list in the back of a graded basal series. Index cards may be used to flash the words, one at a time. This is a way to get a rough estimate of word recognition ability.

Flash cards may be made of vocabulary from the basal series (choosing possibly every fifth word) and flashed to the student, or word lists may be made and flashed in a simple tachistoscope.

Package III

Diagnosis of Word Recognition Ability

Appendix

Word Recognition Test Record Sheet

Pre Primer

Primer

	Flash	Untimed		Flash	Untimed
1. up	_____	_____	1. dark	_____	_____
2. the	_____	_____	2. light	_____	_____
3. and	_____	_____	3. moon	_____	_____
4. in	_____	_____	4. made	_____	_____
5. away	_____	_____	5. from	_____	_____
6. still	_____	_____	6. as	_____	_____
7. after	_____	_____	7. this	_____	_____
8. on	_____	_____	8. what	_____	_____
9. at	_____	_____	9. you	_____	_____
10. I	_____	_____	10. dog	_____	_____
11. house	_____	_____	11. pull	_____	_____
12. funny	_____	_____	12. road	_____	_____
13. get	_____	_____	13. cold	_____	_____
14. ride	_____	_____	14. dress	_____	_____
15. chair	_____	_____	15. of	_____	_____
Scores:	_____	_____	16. bed	_____	_____
			17. rain	_____	_____
			18. garden	_____	_____
			19. milk	_____	_____
			20. poor	_____	_____
			Scores:	_____	_____

First Reader2¹

	<u>Flash</u>	<u>Untimed</u>
1. school	_____	_____
2. walk	_____	_____
3. room	_____	_____
4. teacher	_____	_____
5. hatch	_____	_____
6. picture	_____	_____
7. donkey	_____	_____
8. under	_____	_____
9. don't	_____	_____
10. lion	_____	_____
11. began	_____	_____
12. farm	_____	_____
13. rooster	_____	_____
14. policeman	_____	_____
15. door	_____	_____
16. baby	_____	_____
17. write	_____	_____
18. your	_____	_____
19. many	_____	_____
20. before	_____	_____
Scores:	_____	_____

	<u>Flash</u>	<u>Untimed</u>
1. off	_____	_____
2. smile	_____	_____
3. show	_____	_____
4. why	_____	_____
5. driver	_____	_____
6. until	_____	_____
7. each	_____	_____
8. never	_____	_____
9. steered	_____	_____
10. carriage	_____	_____
11. idea	_____	_____
12. real	_____	_____
13. study	_____	_____
14. begin	_____	_____
15. wants	_____	_____
16. country	_____	_____
17. feather	_____	_____
18. lady	_____	_____
19. wire	_____	_____
20. animals	_____	_____
Scores:	_____	_____

2²

3¹

	<u>Flash</u>	<u>Untimed</u>
1. sister	_____	_____
2. our	_____	_____
3. always	_____	_____
4. hair	_____	_____
5. castle	_____	_____
6. roar	_____	_____
7. change	_____	_____
8. killer	_____	_____
9. foot	_____	_____
10. which	_____	_____
11. body	_____	_____
12. remember	_____	_____
13. only	_____	_____
14. tiny	_____	_____
15. traffic	_____	_____
16. radio	_____	_____
17. exit	_____	_____
18. middle	_____	_____
19. whistle	_____	_____
20. climb	_____	_____
Scores:	_____	_____

	<u>Flash</u>	<u>Untimed</u>
1. beautiful	_____	_____
2. gone	_____	_____
3. toward	_____	_____
4. through	_____	_____
5. whole	_____	_____
6. fourth	_____	_____
7. minute	_____	_____
8. edge	_____	_____
9. heavy	_____	_____
10. capital	_____	_____
11. often	_____	_____
12. backwards	_____	_____
13. pushed	_____	_____
14. juice	_____	_____
15. women	_____	_____
16. nothing	_____	_____
17. heart	_____	_____
18. already	_____	_____
19. covered	_____	_____
20. salt	_____	_____
Scores:	_____	_____

3²FourthFlashUntimedFlashUntimed

1. evening	_____	_____
2. cloth	_____	_____
3. although	_____	_____
4. reward	_____	_____
5. heaven	_____	_____
6. plain	_____	_____
7. accented	_____	_____
8. operate	_____	_____
9. sofa	_____	_____
10. cousin	_____	_____
11. soldiers	_____	_____
12. complained	_____	_____
13. whose	_____	_____
14. whether	_____	_____
15. cushion	_____	_____
16. forehead	_____	_____
17. fabulous	_____	_____
18. ordinate	_____	_____
19. piano	_____	_____
20. difficult	_____	_____
Scores:	_____	_____

1. sneer	_____	_____
2. aerial	_____	_____
3. rubbish	_____	_____
4. wanderer	_____	_____
5. school	_____	_____
6. range	_____	_____
7. measure	_____	_____
8. bush	_____	_____
9. affect	_____	_____
10. dessert	_____	_____
11. gully	_____	_____
12. mission	_____	_____
13. valve	_____	_____
14. traits	_____	_____
15. cargo	_____	_____
16. design	_____	_____
17. balance	_____	_____
18. hedge	_____	_____
19. notch	_____	_____
20. pester	_____	_____
Scores:	_____	_____

Fifth

Sixth

	<u>Flash</u>	<u>Untimed</u>
1. valve	_____	_____
2. weird	_____	_____
3. savage	_____	_____
4. uncanny	_____	_____
5. navigate	_____	_____
6. legend	_____	_____
7. issue	_____	_____
8. envoy	_____	_____
9. ability	_____	_____
10. constant	_____	_____
11. bellow	_____	_____
12. board	_____	_____
13. colt	_____	_____
14. fatal	_____	_____
15. guitar	_____	_____
16. horizon	_____	_____
17. impulse	_____	_____
18. mineral	_____	_____
19. ordeal	_____	_____
20. journal	_____	_____

Scores: _____

	<u>Flash</u>	<u>Untimed</u>
1. reluctant	_____	_____
2. lagoon	_____	_____
3. inflate	_____	_____
4. aggravate	_____	_____
5. burro	_____	_____
6. cyclone	_____	_____
7. wrench	_____	_____
8. humid	_____	_____
9. miniature	_____	_____
10. occur	_____	_____
11. sanitary	_____	_____
12. reactive	_____	_____
13. vague	_____	_____
14. memorial	_____	_____
15. fluent	_____	_____
16. exploit	_____	_____
17. corrode	_____	_____
18. observer	_____	_____
19. audacity	_____	_____
20. pivot	_____	_____

Scores: _____

Dolch Basic Sight Vocabulary
Easier Half

the	I	is	me
on	with	play	find
be	yes	no	you
not	go	here	in
come	to	will	it
this	an	into	him
have	going	from	fast
ride	over	of	cold
see	stop	three	up
who	jump	make	out
red	eat	for	has
am	as	black	call
she	ten	was	your
know	may	a	he
and	came	did	can
said	run	so	fly
give	had	her	if
all	abound	big	by
ran	down	at	blue
carry	saw	soon	under
what	its	look	one
we	that	too	like
old	do	funny	good
his	away	brown	some
two	went	yellow	little
my	put	don't	five
get	green	help	after
are	but		

Dolch Basic Sight Vocabulary

More Difficult Half

just	thank	these	together
white	write	own	read
shall	sleep	far	gave
hot	kind	made	let
once	ask	best	clean
draw	tell	there	today
use	wash	which	would
our	pull	seven	six
fall	full	hold	keep
long	myself	off	any
before	buy	done	take
then	those	us	warm
where	work	or	pretty
say	sit	every	four
grow	very	well	live
must	now	always	been
bring	does	start	them
think	upon	want	when
wish	open	please	round
sing	eight	found	got
hurt	light	much	new
again	because	both	cut
small	their	they	try
walk	were	why	only
pick	right	show	drink
first	goes	how	laugh
many	never	about	ate
better	could		

The following basic sight vocabulary of 220 words has been compiled by Dr. Edward Dolch.

Dr. Dolch offers this list as one that accounts for 50 to 75 per cent of running words in most reading material.

If we check every child on this list frequently and record his score, we will be doing a good deal in diagnosing reading problems.

If we will also check every child on the vocabulary listed in the back of each basic reading book, and be sure he knows every word listed before he starts the book on the next level, we will do a good deal to prevent reading problems.

it
ten
wish
no
gave
off
them
said
funny
for
been
which
hurt
well
under
laugh
did
all
want
six
how
fall
because
brown
put
eight
only
at
long
to
tell
own
red
her
don't

here
were
much
ask
us
have
too
sleep
many
never
thank
like
right
him
draw
big
pick
my
two
write
yellow
five
they
grow
there
show
light
on
can
old
with
and
blue
please
our

white
every
out
saw
good
from
try
does
fast
may
some
will
where
found
or
give
goes
so
say
green
in
buy
you
jump
come
always
away
look
any
wash
eat
as
both
pull
ate

we
help
up
start
carry
why
think
use
around
she
read
run
full
down
he
that
hold
very
stop
know
yes
a
walk
seven
I
open
me
three
would
now
their
after
are
those
has

together
sit
be
done
first
must
black
play
myself
warm
that
about
fly
if
cold
once
these
got
then
shall

of
came
when
upon
cut
do
go
one
bring
who
is
new
again
let
live
an
was
small
its
the

not
get
keep
better
his
drink
just
find
but
clean
ran
ride
am
this
had
today
sing
little
over
make

going
soon
see
hot
into
call
your
take
could
pretty
made
best
went
far
four
round
before
kind
work
by

Word Recognition List

Pre Primer pp

Primary Type

1. up
2. the
3. and
4. in
5. away
6. still
7. after
8. on
9. at
10. I
11. house
12. funny
13. get
14. ride
15. chair

Word Recognition List

2¹

1. off
2. smile
3. show
4. why
5. driver
6. until
7. each
8. never
9. steered
10. carriage
11. idea
12. real
13. study
14. begin
15. wants
16. country
17. feather
18. lady
19. wire
20. animals

Word Recognition List

First Reader 1²

1. school
2. walk
3. room
4. teacher
5. hatch
6. picture
7. donkey
8. under
9. don't
10. lion
11. began
12. farm
13. rooster
14. policeman
15. door
16. baby
17. write
18. your
19. many
20. before

Word Recognition List 3¹

1. beautiful
2. gone
3. toward
4. through
5. whole
6. fourth
7. minute
8. edge
9. heavy
10. capital
11. often
12. backwards
13. pushed
14. juice
15. women
16. nothing
17. heart
18. already
19. covered
20. salt

Word Recognition List 3²

1. evening
2. cloth
3. although
4. reward
5. heaven
6. plain
7. accented
8. operate
9. sofa
10. cousin
11. soldiers
12. complained
13. whose
14. whether
15. cushion
16. forehead
17. fabulous
18. ordinary
19. piano
20. difficult

Word Recognition List 3²

1. sister
2. our
3. always
4. hair
5. castle
6. roar
7. change
8. killer
9. foot
10. which
11. body
12. remember
13. only
14. tiny
15. traffic
16. radio
17. exit
18. middle
19. whistle
20. climb

Word Recognition List

Primer 11

(primary type)

1. dark
2. light
3. moon
4. made
5. from
6. as
7. this
8. what
9. you
10. dog
11. pull
12. road
13. cold
14. dress
15. of
16. bed
17. rain
18. garden
19. milk
20. poor

Word Recognition List 4

1. sneer
2. serial
3. rubbish
4. wanderer
5. school
6. range
7. measure
8. bush
9. affect
10. dessert
11. gully
12. mission
13. valve
14. traits
15. cargo
16. design
17. balance
18. hedge
19. notch
20. poster

Word Recognition List 5

1. valve
2. weird
3. savage
4. uncanny
5. navigate
6. legend
7. issue
8. envoy
9. ability
10. constant
11. bellow
12. board
13. colt
14. fatal
15. guitar
16. horizon
17. impulse
18. mineral
19. ordeal
20. journal

Word Recognition List f

1. reluctant
2. lagoon
3. inflate
4. aggravate
5. burro
6. cyclone
7. wrench
8. humid
9. miniature
10. occur
11. sanitary
12. reactive
13. vague
14. memorial
15. fluent
16. exploit
17. corrode
18. observer
19. audacity
20. pivot

up

the

and

in

away

still

after

on

at

I

house

funny

get

ride

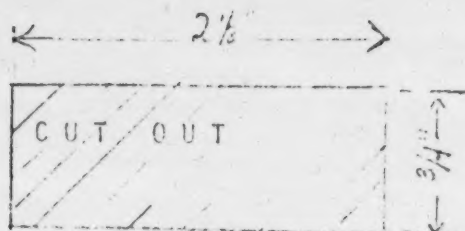
chair

12"

47.

< 3 1/2" >
47

< 3 1/2" >



SIMPLE TACHISTOSCOPE

10"